DOCUMENT RESUME

ED 030 165 24 CG 004 207

By-Hunt, Barbara
An Introduction to the Community School Concept.
Northwest Regional Educational Lab., Portland, Oreg.
Spons Agency-Office of Education (DHEW), Washington, D.C. Bureau of Research.
Bureau No-BR-6-2871
Pub Date [68]
Contract-OEC-4-7-062871-3059
Note-24p.
EDRS Price MF-$0.25 HC-$1.30
Descriptors-Adult Programs, *Community Education, Community Programs, *Community Schools, Curriculum Development, *Educational Innovation, *Historical Reviews, *School Community Programs, School Community Relationship, School Organization

This paper summarizes and synthesizes perspectives gleaned from the literature on community schools. Basic characteristics of such schools are that community schools (1) have something for everyone, (2) provide opportunities for citizens to apply solutions to problems, and (3) help maintain open channels of communication with the community. Specific programs are examined and evaluated. A summary of apparent advantages and disadvantages in maintaining a year round community school program are presented. Since this study is intended as an introduction to the community school concept, educational innovations pertinent to the area are not fully discussed, but several are mentioned in passing as worthy of consideration. (CJ)

ED030165

BR-6-2871
PA-24
OE-BR

AN INTRODUCTION TO THE COMMUNITY SCHOOL CONCEPT

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Field Paper No. 20

A discussion document prepared for

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U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
OFFICE OF EDUCATION

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Preparation of this paper was performed pursuant to Contract No. OEC-4-7-062871-3059 with the U. S. Office of Education, Department of Health, Education, and Welfare under the provisions of the Laboratory Program, Bureau of Research.

CG 004207

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AN INTRODUCTION TO THE COMMUNITY SCHOOL CONCEPT

Barbara Hunt

Overview

The term "community school" has as many different definitions and descriptions as there are community schools in operation or in the planning stages. This difference of description and definition is intrinsic to the concept of the community school, for these schools should be as widely diverse in their aims, goals, programs and curricula as the communities they serve.

This very diversity of school program is one factor that forges a bond common to all community schools. Different as the schools themselves may be, they reflect the community, its self-concept, its future plans, its problems, its will to change.

Community schools must constantly interact with the forces in the community and it is this interaction that creates the dynamism that keeps the school and community abreast of each other and working together. Brown (1959) defines it best when he says, ". . . a community school is one which, both in its curricula and its activities is in constant interaction with the needs, hopes, and aspirations of the entire community, both youth and adults."

A few characteristics of community schools that keep them reflecting the community and interacting with its forces are best synthesized from literature describing successful community school programs. Some communities are turning their schools into year-round community schools serving the neighborhood as educational, social and service centers.

In the education centers, young and old find opportunities for intellectual stimulation, study and learning. As a social center, the school is a neighborhood community center focusing its program on leisure time activities, encouraging hobby clubs, sports, arts and crafts, civic interest groups, and many other activities.

These neighborhood centers do not stop at being an activity center, they involve themselves in the life of the community coordinating with the school to help citizens of all ages study together and find solutions to local problems. What could make a child's education more relevant than studying problems of his community with his elders and putting his solutions to the test? As Melby (1967) points out, ". . . people learn from each other and are educated not by schools alone but by the total life they are leading." (p. 317)

As community service centers, the schools have special facilities added to accommodate health clinics, counseling services, employment and legal aid centers. Information clearinghouses may keep citizens posted on an endless number of matters pertinent to their well-being and serve as communications centers for neighborhoods.

To insure relevancy of the ongoing program to the need of the community, each school has a neighborhood planning team or citizens advisory council, or a combination of both which meets regularly, often weekly. Team members represent community agencies, groups and the school. They are neighborhood oriented and frequently have offices in the community school.

The basic characteristics to be drawn from the literature is that 1) community schools have something for everyone; 2) there is an opportunity for citizens to apply solutions to problems; and most significantly, 3) channels of communication with the community are open.

Historical Background

The community school concept is not new; evidence leads to the conclusion that community schools are the latest development and natural outgrowth of the "Play (or Playground) Movement" in the United States. As described by Rainwater (1922) the "Play Movement" attempted to ". . . bring about (social) adjustments through the organization of social activities." (p. 11) The Movement was prompted by living conditions that vary only slightly from present conditions which have motivated this investigation into community schools.

Rainwater (1922) describes the conditions as follows:

> ". . . the laissez faire attitude of the public toward child play, the restrictions placed upon space in which to play as urbanization increased, and the differences between languages and the games of the children of many nationalities mingled in the cities, resulted in a rapid disorganization of child play in urban communities, while isolation in rural districts wrought a similar effect . . . ."

Several historical incidents have been mentioned by writers as orgin of the Play Movement. The first incident stemmed from the New England town commons concept and more specifically, Boston Common established in 1634. However the Boston Sand Gardens (sand piles) created in 1885 has been accepted by Rainwater (1922) as origin of the Play Movement. History establishes a cause and effect relationship between the Boston Sand Gardens and establishment of similar recreational facilities in other cities.

From the simple sand pile, the Play Movement has progressed to a complex series of activities. Rainwater (1922) describes the development: ". . .emphasis has been placed successively upon 'manual,' 'physical,' 'aesthetic,' 'social, and 'civic' events. The result, however, has been a cumulative one, in that each of the five types of activity is

incorporated in the present structure and concept of the function of the movement." Many of the present community school projects have begun as recreational programs and developed their curricula in a similiar progression.

Historically, the earliest record of the school as a community center can be traced to 1897 when Charles Sprague Smith began to urge the use of schools and libraries as civic centers. From 1899 to 1902 the Newark Educational Organization sponsored playgrounds in Newark, New Jersey. By 1906 the National Playground and Recreation Association had been formed, and by 1910 fifty-five cities had provided recreation through the use of schools and playgrounds. (Rainwater p.. 21)

In 1905 Chicago constructed a "fieldhouse" to utilize indoor play equipment. City fathers soon realized they had financed two structures for play and education and that one was full while the other was empty. This uneconomical fact led to the ". . . utilization of the schoolhouse as a 'social center' first in Rochester, New York in 1907-9." Community centers in Chicago and New York in the years 1916-1918 used the school plants. Between 1913 and 1917 there were 2,622 centers in city schools.

This utilization of city schools led to innovations in school architecture--one of the first modifications being moveable furniture.

Graham (1963) traced some history of community schools and found that in 1918 Joseph K. Hart, possibly influenced by the philosphy of John Dewey, wrote about democratic education and the community. She relates that in ". . . 1919 Evelyn Dewey wrote of the remarkable work of Mrs. Marie Turner Harvey at Porter School near Kirksville, Missouri."

Evidently Porter School was a one-room rural schoolhouse kept in repair by neighborhood parents. The curriculum focused on the agricultural needs and interests of the community and the children raised produce needed in the World War I war effort.

In the depression years of the 1930's the Sloan Foundation financed projects to improve living conditions in rural areas of Kentucky, Vermont and Florida. This followed accounts of community school projects in Chicago, New York, Illinois, Hawaii, etc. written in the book "The Community School" edited by Samuel Everett. Clapp (1939) wrote detailed accounts of schools in Kentucky and West Virginia in her book "Community Schools in Action."

In 1953, Part II of the 52nd Yearbook of the National Society for the study of education was entitled "The Community School," and is a compilation of articles on community schools.

In 1926, Flint, Michigan with $6,000 from Charles Mott Foundation began a boys club and summer camp. Success encouraged the Mott Foundation to contribute an additional $15,000 for after school and summer recreation programs. Stebbins (1963) noted the recreation program was followed by a health program, nutrition classes for mothers, a health center, etc., until the Mott Foundation was contributing in ". . . excess of $1,700,000 annually."

The Flint Plan has continued to grow and is the outstanding example of a community school in the U. S. The program has spread to other Michigan towns some initially financed by the Mott Foundation. The scope of the Flint Plan is indicated by Auld (1966) who wrote "The adult education program of the Flint Community Schools offers 1,200 different

courses to approximately 70,000 registrants in more than 50 community schools and additional community centers."

Community schools have been talked about and experimented with since the days of the Greek philosophers who, maybe, started it all. Literature can be found of community schools in many of the European countries. Recent Russian educational literature describes vocationally oriented community schools.

Curriculum

A relevant, meaningful curriculum or program is basic to the acceptance and success of a community school. By assessing community needs and interests and using the results in curriculum building relevance can be assured for a time. Curriculum modification machinery must be built into the organization to constantly survey and evaluate the curriculum and keep it attuned to the community. As Seay and Wilkinson describe the relationship of the school and community:

> "The community school serves the community, and the community serves the school. Teachers, students, and citizens participate in planning the educational activities as well as taking part in them. Such a school is an integral part of the community; its program, in large measure, grows out of the community itself." (p. 287)

Curriculum building should be focused around guiding principles determined by the community as well as the interests and needs reflected in the community survey. One major premise central to all community schools, and the one which sets them apart from other educational institutions is their dedication to the "improvement of community life."

A second major premise is that of "democratic education." Writers in the early 1900's wrote extensively of democratic education. Everett (1938), writing in "The Community Schools" said, ". . . the process of making decisions, testing them on the basis of evidence, and revising on

the basis of experience . . . is the essence of the educational process as well as the essence of democracy." (p. 449)

As early as 1918 Ida Clyde Clark wrote ". . . every school district should . . . be a little democracy and the schoolhouse should be the community capitol . . . ." (p. 10). In the same book, Kilpatrick said ". . . our young people cannot learn democracy except as they live democracy."

All areas of the curriculum should be constructed and evaluated in terms of these major premises.

Analysis of the literature indicates some of the fundamental principles guiding existing community schools toward realizing the major premises of "improving community life" and "democratic education":

1. All phases of the school should be organized and run in the best democratic tradition
2. Children and adults work together applying the solutions to the problems
3. The program core is built on real needs and interests, not simulated or life-like needs
4. Children and adults work together finding solutions to these needs
5. Utilization of community resources
6. The needs and interests of the citizens and the community provide the core of the program

A seventh principle is often accepted and should be considered:

7. The community school should be the leader in community planning for better living

Community schools, based on the fundamental principles outlined above have the potential of fulfilling some of the basic human needs. These needs described in terms of educational goals by Art Pearl (1968) when he says students must have feelings of: "1) Competence, 2) Belongingness and 3) Usefulness."

Trends in Community Schools

Within the framework and the guiding principles described above, various schools across the country are developing differently. There seem to be four trends:

1. The community centered curriculum. These schools consider the community as a resource for enriching the school program. For example, field trips, speakers, hobbyists.

2. The vocations centered curriculum. This school is similar to the first one, but it stresses the community as a resource to give vocational and work experience to public school students. These schools often involve business and industry in designing the curriculum, provide employment and job counseling services, and offer adult classes for job training or retraining.

3. The community center function. These are community schools to the extent that the physical facilities of the schools are used by various groups. The physical facilities lend themselves to cultural and recreational programs, extended library services, meeting rooms for public forums and community groups, adult education classes, community suppers, and many other functions. The emphasis here is primarily on community use of the school, not school community involvement.

4. The community service function. This community school places emphasis upon school community involvement to improve living in the community. The school still plays the role of community center described above, but the use of physical facilities is coordinated and planned. The most significant feature of this type of school is that parts of the curriculum focus on community problems and parents and children alike study these problems with the common goal of achieving better living.

These four trends have common features which allow them to be classified under the heading "Community Schools." They each have some degree of school-community involvement; the role of education is more dynamic than simply "book learning", the school accepts the responsibility of helping the community grow and develop, and the community accepts the responsibility of participating in the education of its children. To achieve these ends the curriculum of the community school must be flexible and change as the community changes. As stated by Hanna and Naslund

(Ref. 2 p. 51) "Education is a total community concern, enlisting the services of all citizens as they are needed and can contribute."

Community School Programs

Community School programs vary, but to provide an example of the types of offerings, the following list has been compiled from literature on the Mott Plan in Flint, Michigan and the Winchester Community School in New Haven, Connecticut. Added to the list are programs from other sources deemed appropriate for contemporary schools. The list is by no means complete. The Flint School alone offered more than 1200 courses and programs in 1966.

Programs of Interest to Adults

Art and Crafts
- Landscaping
- Photography
- Ceramics
- Calligraphy
- Oil Painting
- Watercolors
- Drawing
- Sketching
- Weaving
- Jewelry Making
- Embroidery
- Sculpture
- Glass Blowing
- Wood Carving

Business
- Shorthand
- Typing
- Business machine operation
- Computer skills
- Clerical skills

Mechanical skills
- Repair classes
- Classes for "do-it-yourselfers"
- Classes in engineering fundamentals

Music
- Instrument classes
- Vocal classes
- Music theory classes

Home Arts
- Knitting
- Gift Wrapping
- Beauty Care and Grooming
- Charm & Personality Improvement
- Japanese Flower Arranging
- Household Budgeting

Food Preparation
- Cake decorating
- Baking
- Party foods
- Quantity & basic cooking
- Foreign cooking, French Swedish, etc.

Sewing
- Bishop method
- Beginning & advanced sewing
- Dressmaking
- Tailoring
- Slip covers & drapes
- Fur restyling
- Millinery

School-Community Cooperative Training

The training and activities in the following list are examples of programs resulting from cosponsoring of school with community agencies, civic organization and business groups.

Cosponser	Activity
Investment brokers.....	Investment clubs
Nursing Homes Assn.....	3 yr. course nursing home management
	Teachers' aides, play supervisors, tutors, storytellers, etc.
American Assn. Univ. Women.....	Discussion groups on U.N. etc.
Dry Cleaner Assn.....	Train dry cleaner workers
Child Guidance Clinic.....	Counseling courses for ministers, courses in understanding children
Insurance Assn.....	Training insurance underwriters
Retailers Assn.....	Training clerks and sales personnel

Adult High School and PreHigh School
- All standard courses leading to high school graduation

Community College or evening school
- Accredited transferable college courses
- Vocational courses with certificates granted on completion
- Preprofessional Training
- Trade and Industry Classes
  - Electricity
  - Drafting
  - Construction
  - Metals

Graduate Training in cooperation with universities and colleges

Parent Education Speakers Bureau
- Square dancing
- Social dancing
- Badminton
- Tennis
- Fencing
- Fly-tying
- Casting
- Swimming
- Skin diving
- Gymnastics
- Judo
- Physical fitness
- Ice skating
- Roller skating
- Archery
- Golf
- Hiking clubs
- Mountain Climbing classes
- Campers clubs
- Hobby groups
- Skiing clubs

Speech and Drama
- Public speaking
- TV production
- Drama
- Poetry
- Radio production
- Speech
- Little theater

Special Interest Classes
- Memory improvement
- Basic navigation
- Problems of the space age
- Telescope lens grinding
- Dental Science
- Creative writing
- Sign language
- Braille
- Lip reading

Athletic Programs
- Junior high football
- Summer baseball
- Basketball
- Ice skating
- Hockey
- Soccer

Big Brother Program
- For boys without fathers in the home

Children's Theatre and Preschool Story hour
- Creative dramatics
- Puppetry
- Scripted shows
- Storytelling and games for tots

Cultural Center
- Art Center
- Library
- Auditorium
- Planetarium
- Amphitheater
- Theater
- Natatorium
- Historical museum
- Geological museum
- Science and industry museum

Health & Safety Programs
- Dental services
- Program for preschool blind and deaf
- Audiometric and visual testing
- Health Instruction for high school students
- Inoculations, polio, measles, etc.
- Training for children with disabilities

Parent volunteers do testing, keep records etc. An ideal situation for a New Careers program for training people in service jobs.

Safety
- Teen-age traffic court
- Teen-age safety council
- Fire marshal program
- Bicycle safety
- National Safety Council Honor System

Leadership Training

In Flint, leadership training was a joint project of the Mott Foundation and the Industrial Relations Center of the University of Chicago. It offered special services to the public schools and the business and industry of the area. The programs are as follows:

Leadership and Human Relations
Conference Methods for Management
Coaching and Developing Subordinates
Group and Individual Communication
Appraising and Improving Work Performance
Union-Management Relationships
Understanding Organization and Communication
The Sales Inventory

Leadership Training (continued)

The Supervisory Survey
The Retirement Inventory
Productivity Improvement and Cost Reduction
Basic Economics
Managerial Economics
Retirement Planning and Preparation
Organization and Management
The Employee Inventory
The Dealer Inventory
The Economics Questionnaire

Mott Camp
  An outdoor camp used as a boys camp and as a retreat for various other groups in the system.

Music Enrichment Program
  Choral groups
  Elementary symphony orchestra
  Youth symphony
  Special instrument instruction
  Summer music for talented students
  Folk music groups

Physical Fitness Program
  Advanced gymnastics
  Wrestling
  Weight lifting
  Boxing
  Synchronized swimming
  A Junior Olympics
  Study and implementation of a citywide testing program
  Activities to promote youth fitness

Science Fair

Summer Program
  Activities of all kinds, orchestra, song writing, social clubs, etc.

Teen Club Programs

Tot Lots
  Summer programs for children age 5 - 10.

Experimental and Other Related Programs
  Home counseling at the elementary level
  Science program for talented students
  Junior high school low-achiever program
  Teacher-Aides at the junior high level
  Scholarships for cadet teachers
  Scholarships in an experimental teacher training program.

Organizing the Community School

Adapted from the discussion of Haskew and Hanna (Yearbook 1958) the following is a list of "organizational characteristics . . . distinctly applicable to the community schools." (p. 128)

Provision for Serving All Citizens:

> First, the structure for school operation should be all-day, year-round, and this should be reflected in the planning with personnel and routine established to guarantee smooth operation.
>
> Second, financial support should be adequate to hire sufficient personnel. The regular school staff should not be given duties outside their regular assignment. A regular school budget, adequate for the additional expenses for "educating all the people" would be ideal. Inadequate financing may have to be supplemented by:
>
> 1. special levies for recreation, health, etc.
> 2. Individual businesses and organizations may have to pay fees for services rendered
> 3. co-agencies may have to contribute money and/or services
> 4. solicit voluntary contributions
> 5. seek state, local, and federal funds
>
> Third, there must be a constantly working organization to ascertain programs and educational needs of the people. Fortuitous development of offerings on the basis of hunches, special proclivities of the school staff, or missionary zeal of some individual or group can hardly be trusted." (Yearbook p. 129) Ascertaining needs calls for a survey of the community. This survey could be one of the activities of the boys and girls, coordinating with adults.
>
> Fourth the community school organization should provide ". . . machinery for discovering and enlisting the resources in people and instructional materials to operate a community-school program." (Yearbook p. 129) Community resources, people and materials, should be discovered, catalogued, indexed, classified and put in some useable form for reference at any time. This could be an activity of a cooperating student and adult group.

> Finally, community schools should not be restricted to traditional educational methods or materials. There should be a provision for handling unusual requests for materials or space, and meeting emergencies deemed crucial by the people involved. For instance, a stage prop, tape recorder, etc. may be of central importance. Without an ingredient, or with a mal-functioning machine, the spirit and essence of a project could be lost.

Provision for Curriculum Modification

Curriculum modifications should be constant, effective and accurate. The community school needs community survey machinery, and a proviso for imputing survey results directly into the program. Some communities sponsor town meetings or workshops for teachers and citizens to discuss and revise the curriculum.

Provision for Curriculum Operation

Flexible scheduling seems advisable to accommodate the field trips, visitations, lectures, service, and the varied educational activities characteristic of the community school. The flexible schedule should be in long time blocks to facilitate the program.

Provisions for Direct Service to the Community

Dedicated to "improving community living", the community school must have its students working in the community. This is a departure from regular schools where students are often contained an entire day in a single classroom.

Flexible scheduling in large time blocks will facilitate community use and service programs but there must be some machinery to handle the distribution of students and the unusual responsibilities a community school may find it necessary to take on. In some areas, community schools

have operated one or more businesses until they have become independent. One school manages a seed business, another operates freezer lockers, and yet another operates a banquet hall. The list could be endless and probably will be when community schools, the community and the students realize what they can do.

Machinery must be set up so community schools may really provide solutions and help to an assessed need. Some areas may need to discuss and alter the "en loco parenti" philosophy accepted by schools and expected by parents. State laws may need to be changed allowing schools to delegate authority and responsibility for children.

Troubleshooters

Some writers recommend a committee formed to act as troubleshooters. This committee would function to locate troublespots in the program, learn the causes of dissatisfaction, state the problem, and make suggestions for solutions. Clarke (1916) recommended a Trouble Committee to do the things listed above, and said, ". . . this committee holds the key to the success or failure of a community center."

Planning a Community School

The organization of a community school should be the result of careful planning and a number of small successes. The successes in group function and intergroup relations, in pilot programs, and agreement on goals, are major accomplishments. These successes are almost prerequisites to a successful beginning. Creating a community school overnight is virtually impossible, and ill-advised, if possible. The school should begin with a few programs at first, then gradually make additions, changes or deletions as the results begin to show.

The following steps in planning a community school have been adapted from the work of Olsen (1945).

1. State the problem
2. Analyze the limitations and resources of the Community
3. Recruit a core of interested people
4. Develop a small cooperative program
5. Expand the program carefully
6. Call together representatives of all community agencies
7. Develop a permanent or organization
8. Call public mass meetings
9. Undertake action programs
10. Constantly evaluate

The ten planning steps seem sufficiently self-explanatory in the initial stage of discussion, however, they are each deserving of detailed explanation at the outset of actual planning.

One community school analyzed the limitations and resources of the community in terms of positive and negative aspects. Quoted by Olsen (1945), these aspects may be important to any community investigating the possibility of a community school. Positive and negative aspects were as follows:

Positive	Negative
Self-respecting residents	Racial antagonisms
A number of fine churches	Low economic status
Cooperative police	Poor housing conditions
Cooperative school people	Poor sanitary conditions
A fine social settlement house	Poor social conditions - home and street
A group of business men	Harmful recreational facilities
Two recreational Centers	Numerous "social" clubs
A federal housing project	Sectionalism
Active social agencies	Irresponsibility
	Lethargy
	Lack of community consciousness
	No neighborhood organization

Constant evaluation plays an important role in the community school therefore the evaluation must be relevant to the goals of the school. Evaluation may be said to be the measure of how well one has accomplished the goals he set out to do. This should be true of the community schools. They should be evaluated in terms of how well they have accomplished their goals. Traditional methods of evaluation will not work, though it has been proved that community school students achieve academically superior to traditionally educated students.

Goody Koontz (Yearbook 1958), reports an experiment by Collings in which he contrasted results of children educated by traditional methods and curriculum with those in a community school. Results on standardized tests showed, ". . . considerable gains in the possession of facts and skills for the experimental school over the control schools."

Some ways of evaluation are as follows:

1. Number of projects accomplished
2. Improved relationships and attitudes
    a. pupil-pupil
    b. pupil-neighborhood
    c. parent-school
3. Increased participation in activities
4. Increased use of school buildings
5. Increase in community consciousness
6. Specific actions taken

Advantages and Disadvantages of Community Schools

Following is a list of the advantages and disadvantages of community schools compiled from the literature.

Disadvantages
- Expense is greater than for ordinary schools
- Difficulty communicating with community members and staff to plan, inform or function
- Difficulty in accurately interpreting survey results
- Educator's concept of education may conflict with community ideas
- Difficulty finding a sufficiently flexible staff to handle a flexible program
- Difficulty of locating adequate instructional materials
- Difficulty finding effective school-community leaders
- Difficulty realizing communities are different

Advantages
- Students have the opportunity to
  - learn about the world of work
  - develop competencies in a variety of areas
  - work with a variety of adults and races
  - feel useful
  - belong, as individuals, as community members
  - share responsibility
- Adults have the opportunity to
  - help educate their children
  - continue education
  - be useful as senior citizens
  - continue cultural and recreational pursuits
  - do something different
- Community has the opportunity to
  - realize the interdependence of a democratic society
  - lessen feelings of "anomie" or aloneness common to urban societies
  - decrease vandalism when youth has a stake in the community

Philosophical Advantages
- Students and society have an opportunity to realize people are educated from many life experiences not just those provided in a school setting
- Students have an opportunity to
  - participate and become involved in real situations rather than passively learn about experiences of others
  - learn to work and play--they learn the world is not all play for children and all work for adults
  - realize democracy provides the framewor' for people to do for themselves
- The community has the opportunity to learn
  - common concerns can motivate action maybe better than vested interest groups.
  - public schools are responsible for educating children and adults not just children

Listing the advantages and disadvantages of a community school could be an endless task, and most items would be subject to argument. What would be considered advantageous to one community may be a disadvantage to another. More to the point for a community considering a community

school is a discussion of the problems faced by existing schools.

Literature about the Adams-Morgan School in Washington D. C. (Lauter, 1968) and the community project in Fairfield, Connecticut, (School Management, 1965) provides evidence of the very real problems these schools faced. The Fairfield project does not seem to be a full scale community school as discussed in this paper. However, the article "How to Make a School Community Project Work" lists the reasons for lack of success in Fairfield and is applicable to other schools.

1. Not enough time--special classes were scheduled to meet six times. This was too short a time to explore subjects in depth.

2. Lack of planning and organization resulted in a lack of focus and purpose in presentations.

3. Students were apathetic. They were not certain what was expected of them, and not given a chance to participate. There was a high rate of absenteeism.

4. Lack of equipment and materials.

5. Regular staff didn't keep informed and did not participate.

Rather than abandon the project, the Fairfield School attempted to solve the problems by:

1. appointing a full time director

2. recruiting teachers to work in the program

3. defining the objectives as an enrichment and extension of the regular curriculum

4. organizing subject matter committees to work on curriculum assigning the chairmen to work with the director

5. extending the time to 15 weekly class meetings with students attendance mandatory

6. giving status to the program recognizing participants

7. involving the staff

8. establishing "ground rules"
    a. attendence
    b. evaluation on basis of student interest
    c. credit on transcripts for participants

In assessing the needs of a community project, the article quoted Mr. Kathering Nespojohn, curriculum consultant:

1. "Objectives must be set-practical, realistic, attainable goals."

2. On direction, "Ultimately, someone has to be given the responsibility for acting as a liason between the schools and community, for tying strings together, for taking care of administration and for insuring continuity."

3. Staff must be involved.

The article, "The Short, Happy Life of the Adams-Morgan Community School Project", author Paul Lauter, Project Director of the School, discusses many of the problems faced by the school.

Morgan School had a population of 99% Negro students from a low economic, high transient area. The Adams-Morgan Community Council that fostered the project was dominated by white, middle-class people, with "a strong contingent of young professionals liberal and wishing to be politically active." (p. 237)

Problems of the school were:

1. Creation of the community school was political.

2. Experts "imposed" the curriculum and numerous innovations. All the innovations were added at the same time.

3. Morgan School parents and administrators were excluded from plan development.

4. No real community discussion, ". . . no sustained opportunity for people to discuss and compare their educational ideas and aspirations. . ."

5. Few community people participated in the program.

6. College consultants were not well grounded in actual school problems.

7. Teachers didn't know how to motivate and teach in the newly designed project curriculum.

8. Discipline problems. The activity centered curriculum led to children roaming halls, going home when they wanted, or outside, unsupervised.

9. Not enough projects or material to keep children busy. Not enough in the environment to keep children interested.

10. Poor racial attitudes of teachers.

This paper is intended as an introduction to the community school concept. Innovations in education have not been discussed in connection with the community school, but there are several worthy of consideration. The traveling educational units used in Appalachia and the McGeorge Bundy proposal for school decentralization in New York merit investigation as does the report on Chicago Activities. New teaching methods, uses of machines, tutorial centers and innovative library techniques could add to a school program.

The Mott Plan in Flint, Michigan proves a community school can succeed. Adams-Morgan School proves a community school can fail. It is strongly recommended that in-depth research be studied on each of the areas mentioned and innovations suggested prior to entering into actual planning.

The following "Ten Commandments for a Community Center" were attributed to Dr. Henry E. Jackson, identified as a Government Community expert by Clarke (1918), who quoted the Commandments in her book, "The Little Democracy." The words seem appropriate today.

Conclusion

The Ten Commandments for a Community Center

1. It must guarantee freedom of thought and freedom in its expression.

2. It must aim at unity not uniformity, and accentuate resemblances, not differences.

3. It must be organized democratically, with the right to learn by making mistakes.

4. It must be free from the domination of money, giving the right of way to character and intelligence.

5. It must be nonpartisan, nonsectarian and nonexclusive, both in purpose and practice.

6. Remember that nothing will run itself unless it is running down hill.

7. Remember that to get anywhere, it is necessary to start from where you are.

8. Remember that the thing to be done is more important than the method of doing it

9. Remember that the water in a well can not be purified by painting the pump.

10. Remember that progress is possible only where there is mental hospitality to new ideas. (p. 45)

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